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ABSTRACT

In many communities new arrangements of surplus school space have been made that facilitate use of the space by the people of the districts, encourage government agencies to anticipate and support social transitions where they are necessary, and allow school districts to improve the quality of their programs. This paper is a survey of some of those arrangements. It begins by looking at the demographic situation and then provides some general information about the outcomes of school closure. The remainder of the paper shows examples of communities and school districts cooperating to group and use surplus space in four different ways. In the first, the space is organized as a whole building and sold. In the second, the whole building is leased, thus keeping the district's option of future use open. A third approach, called partial leasing, involves organizing the surplus space by each floor or wing of a building and then leasing the space for uses compatible with the school's program. The fourth approach is a thorough sharing of program and administration with the community by the formation of a community school. (Author/MLF)

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RISING ABOVE DECLINE: SOME USES OF SURPLUS SPACE

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A Briefing Paper for Participants in an Intergovernmental Conference on the Use of School Facilities
Portland State University
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EA 014 674

INTRODUCTION

This paper is about surplus space. Because it is an idea that is only now beginning to be written about, it is open to some new combinations of fact and interpretation. The facts alone scarcely seem to open the topic to us.

> Imagine, for example, two elementary school children opening their lunch boxes at school. Each notices there is an empty space at the back right corner of the box; something is not there that is usually there. So much for the facts. One of the children resigns himself to doing with less. The other, on reflection, recalls that the empty space is where the plastic container of canned spinach used to be and begins to wonder how that surplus space could be filled with a Twinkie.

Although its meaning can be taken in several ways, the existence of surplus space in our schools is a fact and it is a fact that is likely to occupy our attention more as the decade progresses. The range of uses to which that space might be put may be seen an opportunity as well as a fact. So many communities in all regions of the United States have now confronted these facts and addressed these opportunities that there is now a body of information available to people who are beginning to look at the matter together.

In many of these communities, the groups who are naturally involved have come up with new arrangements for the use of the space--arrangements that facilitate the full participation of the people of the districts, that encourage government agencies to anticipate and support social transitions where they are necessary, and that have allowed school districts to improve the quality of their programs. This has been accomplished by an extraordinary range of communities, even in an era of cutback budgeting.

This paper is a survey of some of those arrangements. Let us begin by looking at the demographic situation briefly. Next, we will need to consider what the outcomes of school closure might be. Different districts have had different experiences in that regard, but there is some general information available. The remainder of the paper surveys some choices made by people in our situation. There is no attempt here to be exhaustive, but examples of all the major kinds of arrangements have been included.

The intent of this paper is to provide a basis on which a wide-ranging and creative conversation can occur.

DECLINING ENROLLMENTS

Although every locality feels the pinch of declining enrollments in its own way, the problem is national in its dimensions.

Because families are smaller these days, even districts whose adult population is relatively constant may experience a decline in the student population.

Some areas are losing population because of long-term economic decline.

For decades there has been a general movement of people from the urban to suburban areas. The areas called "suburbs" are moving farther and farther from the city centers.

Because there are so many reasons for a decline in public school enrollment, most school districts are going to have to face that decline and the questions it brings.

- As early as 1975, more than 80% of the school districts contacted in a national survey had closed or were planning to close some schools. Today, the figure would be nearer 90%.

- In 1970, the school age population of the United States was 5[illegible].3 million students. By 1983, it is estimated that there will be only 44.5 million, a loss of 13%.

- Although a recouping of some of the enrollment is expected to begin in the mid-80's, it will not be as spectacular as the decline and it will come far too late to spare most districts the hard questions. The elementary school enrollment levels of 1974 will not be reached, according to the projections, until 1990. The secondary schools are not expected to see the return of their 1976 enrollment levels until 2010.

- In Multnomah County alone, the decline has been impressive. In the Fall of 1970, Multnomah County had 109,000 students. By the Fall of 1980, that number had been reduced to 82,000, a loss of almost 25%.

NEIGHBORHOOD EFFECTS OF SCHOOL CLOSURES

Deciding to close a school is often difficult. It is made even more difficult by the uncertainty the decision makers face about what effects the neighborhood will experience as a result of the closing.

Some districts have chosen to ignore the fact of surplus space and have continued to staff inefficient and marginal schools. Other districts have closed schools that were regarded by neighborhood residents as truly necessary to the viability of the neighborhood. In some cases, the swift decline of the area has followed. Still other districts have found other ways to use the space that have enhanced their educational programs and have safeguarded the residents' interests as well.

The fact is that there is no way to know certainly what the effects of school closure will be. In an attempt to record and interpret the experience of a sample of communities, Professor Richard Andrews of the School of Educational Administration at the University of Washington conducted telephone interviews of officials representing 60 school districts nationwide. Twenty of the districts went through an evaluative procedure, either formal or informal, concerning such matters as actual savings for the district and effects on the neighborhoods. The results were mixed, but generally negative.

- Madison, Wisconsin: "School next to University of Wisconsin was closed. Population at closure: 640; current student population in area: 40 students. Area in general has deteriorated; there has been a reduction of single family dwellings."

- Atlanta, Georgia: "I have noticed no dramatic changes which were not already in process, they are just continuing to happen."

- Freeport, New York: "Reduction in public support, there are fewer children now in that neighborhood, much deterioration in that area."

- Arlington, Virginia: "Young families have done more selective house buying since the closures. Such activities have caused a 10% to 20% drop in property values in those areas. Because of this, we are very reluctant to close out schools."

- Eau Claire, Wisconsin: "Closure had a positive impact as the school was isolated from the community it served. We are working hard to get the second ring around the downtown area to have very good schools."

Andrews concluded that for the most part, in these districts, a) neighborhoods quickly diminished in viability after the elementary schools were closed, b) support for public education diminished in the districts as a result of closure decisions, and c) extreme care must be taken in order to avoid turning a school district toward further racial isolation of its pupils.

Further study of neighborhood effects by the City of Seattle and the Seattle Public Schools indicates that a number of factors, other than the fact of closure alone, need to be considered. The fact that some neighborhoods do not seem to be adversely affected by school closures has led them to develop a scale for predicting where the effects are likely to be severe--a "neighborhood sensitivity index" (See Appendix I).

Their view is that when the following factors are accounted for some neighborhoods can be seen to be more vulnerable to change than others: a) percent of single family housing units, b) percent of change in number of households with children, and c) housing conditions--percent of change in number of households with more than five persons.

Not all the information we need to have can be developed by a study of the neighborhoods themselves. An additionally important element is the public's response to the proposed closures. Depending on their confidence in the district, their other experiences with it, the character of their participation in the process of decision, and their sense of the necessity of the general design of the district's plans, the response might range from resigned to rebellious.

If parents feel that their schools are being closed without a consideration of the needs of the neighborhood, and as a result remove their children from the public schools of that district, the impact will be enormous. Further, it is clear that the effect will be destructive even if "neighborhood surveys" using "objective measures" had identified those schools as the right ones to close. If, on the other hand, parents have an opportunity to be genuinely heard in the process and feel that it is fair, even if it is unfortunate in some respects, their support of the district and their investment in their neighborhoods might even increase.

As a summary, it is fair to say that the results of school closures on the districts and on the neighborhoods have often been negative. Certainly, that has not always been the case. It is likely enough, however, that many communities in the United States are looking for other ways to handle the problems and opportunities posed by surplus space in their schools. It is to that question that we turn next.

SURPLUS SPACE

As the story of the lunch boxes illustrates, surplus space may be seen as something missing or as a chance to use the space more attractively. The problem to solve, when looked at in this light, is not that the districts have space no one wants to use. It is not that there are fewer school children now.

The problem is how to find a way of using newly available space that best preserves the quality of education, manages the district's resources prudently, safeguards the viability of the neighborhoods where there are schools, and elicits the community's best and most cooperative efforts to meet the full range of its needs. The use of surplus space that best accomplishes these goals is the use we would like to discover and share.

There are a number of ways of defining surplus space. Because we are looking for the broadest range of options, a very general definition may be the most helpful.

The Board of the Seattle Public Schools has accepted a definition of surplus space as "instructional space in excess of 40 sq. ft. per elementary student and 45 sq. ft. per high school student." Such a definition not only allows a more efficient use of space by the programs already operating in the district's schools, but gives the district a good idea what revenues it will need to derive from leasing space in its buildings. Using this definition, Seattle concluded that they would need $6.15 per sq. ft. to support the costs of reasonable levels of maintenance and operation. At that rate, the monthly rental of a 1,000 square feet of classroom space would cost $513 per month, a rate that has proved very attractive to tenants in Seattle and elsewhere.

Naturally, schools in Multnomah County might choose a broader or narrower definition of "surplus." Whatever is chosen, the advantage of such a general definition is that it permits a district-wide, rather than a building-by-building, determination of how much space is available. With that generally comes a flexibility in arranging the space; deciding, within limits, in what sizes it should be "grouped." Should we speak of a surplus classroom? a floor? a wing? a school building? Each size suggests different uses that might be appropriate.

The illustrations that follow show communities and school districts cooperating to group and use surplus space in four different ways. In the first, the space is organized as a

whole building and sold. This has worked out very well in some cases. In the second, the whole building is leased, thus keeping the districts' option of future use open. A third approach is to organize the surplus space by floor or wing of a building and to lease it for uses compatible with the school's program. This is in some ways the most exciting of the possibilities, although it is not without its difficulties. The fourth approach is much more general. The community/ school is a thorough sharing of program and administration with the community.

SOME USES OF SURPLUS SPACE

Sell the Building

One of the most popular responses by boards of education has been to sell the building. There are two obvious kinds of advantages to this approach: the financial help it brings and the alternative uses to which the buildings might be put.

Richard Andrews' survey turned up evidence on both sides of the financial questions. His respondents estimated in-building cost savings obtained by closing elementary schools ranged from $30,000 to $140,000 per school year. The general government of the area is also likely to be pleased by the prospect of expanding its tax base. On the other hand, the 12 districts in Adams' survey which calculated actual cost savings concluded that fewer dollars had actually been saved than had been expected. Sixty-seven percent of those districts concluded that they had saved no money at all. The reason, according to Dr. M. E. Hickey, Superintendent of the St. Louis Park (Minnesota) Schools, is that payments for employees and for some of the district's resources are based on a per pupil ratio. That means that as the students and programs are distributed to other buildings, the savings are offset by increased spending in the other schools.

Another question the district would have to answer confidently is whether the building will be needed in the future as a school building. Dr. Hickey provides a vivid description of the problem:

> Imagine the community uproar ten years from now if, because of a population increase, your board had to go back to the voters for a bond issue for a new building at what would easily be ten or twenty times the price of the one disposed of on the current market. . .

Sometimes the sale of a building has seemed to benefit everyone. From 1974 to 1977, my children attended an elementary school in New Wilmington, Pennsylvania, that was ugly, crowded, and unsafe. When the new elementary school opened, that building was closed and two of its problems were solved: it was no longer unsafe or crowded. On the other hand, in addition to being ugly, it was now useless. Today, after a thorough renovation inside and a clever redecoration outside, the Elementary Apartments are an attractive and well-kept addition to the neighborhood.

Huntley Collins, reporter for The Oregonian, recently cited the conversion of Gloucester High School (Massachusetts) into Central Grammar Apartments. According to her account, a

number of people wanted to demolish the structure to provide downtown parking. Some citizens formed the Gloucester Development Team, a nonprofit corporation, to purchase the building for $96,000. Eventually they produced an apartment complex in the heart of Gloucester's business district that has not only won design awards but has been cited as an outstanding example of contemporary American preservation by the Smithsonian Institution.

Lease the Entire Building

A second approach, probably the most popular, is to group the surplus space by building and lease it for a purpose that leaves the building intact. The advantages of this option, as Eisenberger and Keogh see it, are:

a) it will always be there in case you need it again;

b) it keeps the building in use; and

c) it allows the district to respond to a wide range of circumstances, such as the existence of potential growth areas in the district, the likelihood of zoning law revisions which change single dwelling areas into multiple unit areas, or the possibility of urban renewal projects.

Examples of this kind of use are both abundant and encouraging. The Dudgeon Elementary School in Madison, Wisconsin was closed in 1970. The neighborhood organized opposition to the closing, but failed. Currently, the building is managed by a nonprofit management corporation which operates the building from 7:00 a.m. to 10:00 p.m. daily. The programs include preschool, day care, alternative elementary school, after-school programs, and adult education. The program began modestly; the neighborhood association rented the building for $2.00 per sq. ft. and assumed responsibility for finding users to fill the building. The first organization to use the building was a nonprofit day care organization, Child Development, Inc. Most of the users are from the immediate neighborhood, but others come from throughout the city and the surrounding area.

In Elmhurst, Illinois, the partners in operating the building are the School District and the Parks and Recreation District. In 1977, the Eldridge School was closed and its students transferred to three other schools in the area. The district expects further enrollment decline but is not sure how much or how long. The park district had long wanted

a community recreation center so that it could expand its programs. They agreed upon a five-year lease, with parts of the space being rented to a regional association for recreation for the disabled. The association paid for minor renovations required to make the building totally accessible; the park district pays for a building director, operating and maintenance costs, and all programs. One important advantage is that the school district gets five years, free, to see whether it will need the school building in the future.

The organization of the arrangement is a little different in Dayton, Ohio. The Roosevelt Community Education Center is a totally self-supporting venture although it operates within the school system and the director is nominally a school principal. It was the principal himself, along with a few supporters, who saved the former Roosevelt High School building. The school board chose to close it in response to pressures of declining enrollment. They offered it to the city, then to the Comprehensive Manpower program, for a dollar a year; neither accepted. The board finally gave the principal control of the building and their blessing (but no support) if he could make it work. The principal recruited tenants, developed a federation concept, and put it to work. Today it is operated as a federation of separately funded programs:

-- an urban youth program of sports and recreation under the city's department of recreation.

-- three programs of Central State University West.

-- remedial and high school courses for adults.

-- leisure activities offered through the school board's community schools program.

-- a family living program of the public school's home economics department.

The costs of operating the building and paying for the director's salary are divided by the occupied square footage to compute the rent. Rents began at $4.25 per square foot in 1975 and were reduced to $3.75 as more space was occupied. The Center's goal is to reach $2.00 per square foot.

The pattern of building use in St. Louis Park, Minnesota, is one of the most attractive to be found in the literature. The decline from 11,000 students in the mid-1960's to the 5,000 students projected for the early 1980's is part of the familiar pattern. The results of that decline have the same tired reality about them: two elementary schools were closed at the end of the 1974-75 school year, another at the end of 1976-77, and a fourth in June, 1978. "Today, however," writes M. E. Hickey,

> These buildings in St. Louis Park do not stand empty. Two of the four closed schools are being operated as community centers (each serving one half of the city), the third is being developed by the city and school system as a senior citizen's center, and the fourth recently was sold for $750,000 and is being used to expand an adjacent shopping center.

Careful planning and widespread cooperation have been the keys to St. Louis Park's success. For one thing, they began to plan for the use of closed facilities several years before they planned to close them. Another element in their success is the aggressive recruitment of tenants (See Appendix II for a reproduction of two attractive brochures being used to fill Central Junior High School). As a result of this recruitment, there is currently no space to rent, and there is a fairly substantial waiting list of prospective tenants.

One of the current tenants of Central Junior High School (now Central Community Center) is the Minnesota Chapter of the Associated Builders and Contractors. Don Montgomery, Executive Director of the Minnesota Chapter, is distinctly pleased:

> The situation is ideal for us. One of the primary goals of our association is to provide educational services for our members. We now have the proper facilities within our headquarters--we don't have to go out and rent space for our meetings. The classrooms are available to us, and the atmosphere is appropriate.

That same sense of having found the right place for their work is shared by Richard J. Jorgenssen, Executive Director of the Minnesota Recreation and Parks Association, and a fellow tenant of Montgomery's:

> This is the fourth time in six years that we have had to move and each time we had to increase the square footage of our offices. But this is by far one of the most economical moves we have made (to Central). We are holding our Institute for Professional Development here in the spring; we'll have the use of five separate classrooms, the cafeteria, and the small theater.

The widespread cooperation referred to on the previous page takes the form of a cooperative administration as well as a philosophy that encourages the shared use of the facilities. Here, for example, is a statement on shared use from the school district:

> Community education's philosophy conceives the school as a community center operating in partnership with other groups within the community. The school district encourages involvement in the use of school facilities by public and private agencies and institutions that share in the health, welfare, and educational interests of the St. Louis Park community. Groups, agencies, and institutions conducting approved programs in public school facilities for the public are considered to be a legitimate extension of the total community education program.

Direct responsibility for the operation of the Community Education Program is lodged with the School District but general oversight is exercised by the Community Education Policy Advisory Committee. The Advisory Committee actively solicits input from the general public and is, in addition, itself broadly representative. It is made up of three members of the general public, a member of the City Council, and a member of the School Board. The city manager of St. Louis Park, the superintendent of the district (No. 283, Hennepin County, Minnesota), and the director of community education are ex officio members of the board.

It can easily be seen by glancing at the status report of the Lenox Community Center (see Appendix III) that the space is used by a wide range of people and programs. No magic is involved in all this, according to Dr. Hickey. The answer is to be found in early planning, patient inter-agency cooperation, and broad public support.

Lease Part of the Building

Another way of handling surplus space is to group it into a wing or a floor of a building and lease it for a purpose compatible with continued use as a school. This is sometimes referred to as partial leasing.

The Educational Facilities Laboratories in New York consider this a very attractive option. According to their Using Surplus School Space for Community School Centers, partial leasing is sometimes a good solution because:

> It can avert closure and redistribution of pupils. Tenants contribute to the operating and maintenance costs, thus reducing the strain on the school facilities budget. Community residents who want to keep their neighborhood schools open prefer shared use to closing a school.

This seemed the best response in The St. Paul, Minnesota and Arlington, Virginia, closures because the schools were so large that the options for alternative uses were limited.

This way of handling the surplus space offers some distinct advantages. One is that it hedges the district's bet about future enrollment. The principal of the Fairlington School of Arlington, Virginia, developed such a wealth of community programs in his building that it made no sense to close it even though the enrollment had declined to an uneconomical level. Space was found for senior citizens, for preschool children, even for a theater. Later, when a nearby school closed temporarily for renovation, Fairlington was able to squeeze in the neighboring students. Had Fairlington been closed, the district administrators would have had considerable trouble and expense in finding temporary quarters.

Another advantage of partial leasing is found in the programs that can be made available by that means. Eric Stevenson, a community development consultant writing in Nation's Cities Weekly, suggests:

> The school system may wish to explore the partial use of a school building where the tenant provides, on a part-time basis, some training for students. For example, a computer programming firm may be willing to teach elementary computer use to students in return for a low rent.

There are also benefits to be found by making a larger portion of the world available to the students. Katherine Eisenberger and William Keough, authors of Declining Enrollment: What To Do? are particularly enthusiastic about that aspect of partial leasing:

> . . .partial leasing of a building bringing joint occupancy of students with another segment of the community is not only economically sound, but educationally advantageous. It brings the children into direct contact through daily interaction with the out-of-school world in which they live. Senior citizens groups, day care centers, special education facilities and social service agencies are naturals for cohabitation of a school building.

This pattern is clearly seen in the Crichton Elementary School in Ottawa, Canada. This building was saved from closing by community clamor. Part of the building still operates as a regular school. Their school day is shared by a provincially-funded program for mentally retarded children, a daycare center, and adult art classes. After the school day, a number of community programs are operated by a community council, working through a liaison officer with the board of education.

Finally, although the point was made earlier that the relationship between school closings and neighborhood effects is uncertain, it may be worthwhile to mention the experience of the Harry A. Conte Community School in New Haven, Connecticut. It opened its doors to the Wooster Square neighborhood in 1962. That school--according to Larry Molloy of the Educational Facilities Laboratories--has turned an otherwise dying and dilapidated neighborhood into one of the bright spots of New Haven's urban renewal. Conte is not integrated with social services but it does provide education for everyone and special services to many of the city's needy, seven days a week until 9:00 p.m.

The Community/School

The final approach has been called the community/school approach. Larry Molloy in Community/School: Sharing the Space and the Action makes this distinction:

> Community schools simply open their doors to the public after school hours. Community/Schools do not differentiate between school hours and public hours because the entire building is operated for the benefit of people of all ages in the community and is paid for and operated by educational and other public service agencies.

The principal supports of the community/school movement are changing social attitudes and economic necessity. Molloy puts the economic point tersely:

> Economically, school districts can no longer afford to operate buildings for less than one-third of the day for half of the year, while serving about one-fifth of the population.

The changes in social attitudes are found among both educators and the educationally aware public. Educators are sensing that it is no longer reasonable to expect the schools to be all things to all people. If the diversified needs of residents are going to be met with integrated programs, and

if these programs are to be responsive to a single individual's many interrelated problems, then schools must share responsibilities with other agencies in the community. On the other hand, both teachers and parents are realizing that learning takes place in many activities outside the classroom, and that learning is also dependent upon the quality of the learner's home life, health, recreation, social activity, and environment. Molloy argues that acceptance of the concept of education as lifetime learning, i. e., learning to be pursued by the adult and the handicapped as well as the young and gifted, is also contributing to the rationale for community education.

The form taken by the community/school varies a good deal with the needs of the community and the planned or simply incremental growth of the program of joint use. The oldest and best known community/school began in Flint, Michigan, with the support of the Mott Foundation. In 1935, when it all began, community education cost Flint nothing: the school district simply allowed the community program to use playgrounds and facilities at night and during the summer. During 38 years of community education, Flint has reported significant improvements in preventive health, voting frequency, and approval of bond issues. There is less juvenile delinquency and absenteeism and vandalism has dropped. The number of school dropouts went down 80 percent while the number of second offenders returned to prison dwindled to half. Enrollment in adult education increased at double the national rate. In Flint, they see these effects as related to the community/school.

The John F. Kennedy School and Community Center of Atlanta, Georgia, is an example of a center planned for joint use from the beginning. The Atlanta Department of School Plant Planning and Construction initiated the entire concept of the center. First, it made a comprehensive study of the needs and services required in their communities. They then invited relevant agencies to establish satellites in the proposed building. As a result of the overwhelming response, more than 45 percent of the space in the three-story structure is devoted to agency offices, recreation services, day care, vocational training, and a variety of rehabilitative workshops. All public services are integrated by a single administration. The community school director meets weekly with all the center's community service directors to promote working alliances among disparate federal, state and city programs.

CONCLUSION

All over the nation, communities and school districts are facing the problems produced by declining enrollments. All over the nation, groups of people concerned by the problems and intrigued by the opportunities are sitting down together to survey the possibilities for action.

They want to see whether they can, by extending the network of information and cooperation more widely than has been customary, exploit the current situation by doing more with less while providing top quality education, protecting the public's investment in buildings and grounds, and anticipating the needs of the communities to whom those facilities have meant so much.

This paper has focussed on surplus space and its uses. Certainly it is clear from the wealth of settings surveyed here that no one use is superior in every setting. Even so, the paper embodies the testimony of a long series of successful deliberations. In that way, it also embodies the hope that this conference may become the next in that series.

APPENDICES

APPENDIX I

1. % change households with children:

City	- 17.7%	Magnolia	- 12.7%
Broadview	- 18.0%	Queen Anne	- 12.9%
Lake City	- 14.0%	Capitol Hill	- 11.0%
Ballard	- 11.3%	Garfield	- 9.97%
Green Lake	- 20.0%	Beacon Hill	- 8.9%
University	- 21.3%	Rainier Beach	- 12.7%
		Southwest	- 13.4%

2. % change households with five-plus persons:

City	- 21.9%	Magnolia	- 16.2%
Broadview	- 32.3%	Queen Anne	- 21.3%
Lake City	- 21.6%	Capitol Hill	- 15.0%
Ballard	- 20.6%	Garfield	- 10.6%
Green Lake	- 27.5%	Beacon Hill	- 13.5%
University	- 30.4%	Rainier Beach	- 27.0%
		Southwest	- 18.9%

3. % change Seattle School District enrollment:

   City-wide: - 25%

4. Land use changes: 8.8 changes

   For example, the city-wide critical value for change of households with five-plus persons is -29.9%. The Oak Lake attendance area showed a change of -29%. Since the value for Oak Lake is greater than the city-wide critical value, and since it also has a higher number of land use changes (12), it is defined as a "sensitive" neighborhood.

Method used to identify target areas: Table 3.1, organized by community, shows the following indicators of existing population trends, land use and housing conditions in neighborhoods where schools are proposed for closure: percent of single family housing units (Polk, 1977), percent change in number of households with children between 1974 and 1977 (Polk 1977), housing conditions,[1] percent change in number of households with more than five persons between 1974 and 1977 (Polk, 1977). percent change in School District enrollment (S.S.D., 1974-78), number of land use changes, zoning, and whether or not a school is located in an NSA. This table displays neighborhood characteristics so that decisions may be seen in that context.

A neighborhood was defined as "sensitive" if the value of one of the indicators listed on the following page was greater than the "critical value" of the indicator for the city or the planning area, and if there was a significantly higher number If land use changes. For each indicator of sensitivity, the "critical value"--defined as the mean plus one standard deviation--is listed on next page:

APPENDIX I-A

Table 3.1 (a)

EXISTING CONDITIONS AND INDICATORS
OF POTENTIAL IMPACTS OF SCHOOL CLOSURE
ON POPULATION, LAND USE AND HOUSING

(Schools Proposed for Closure through 1983-84)

SSD Planning Area	Years of Proposed Activities				%Single Family Housing Unit[1]	%Chng Households w/ children[2]	Housing conditions[3]	%Chang HH w/ 5+ persons[4]	%Chng SSD enroll 74-78[5]	Sensitivity[6]	Land Use Changes[7]	City NSA's[8]	Land Use Zone
	K-5	K-6	Skutt	Other									
I. FAR NORTH													
A. BROADVIEW													
CITY PLANNING AREA TOTALS					96.3%	-12.6%	Avg	-19.2%	-19.8%				
1. Broadview	81	81	81		96%	-8%	Avg	-17%		No	9	No	RS 7200/ RM 800 BM
2. Oak Lake	83	83	83		95%	-16%	Avg	-29%		Yes	12	North	RS 5000/ SC
3. Viewlands	81				97%	-12%	Avg	-25%		Yes	12	No	RS 7200
4. Whitman				NC	96%	-13%	Avg	-19%		No	N/A	No	RS 7200
B. LAKE CITY													
CITY PLANNING AREA TOTALS					96%	-9.9%	Avg	-14.7%	-18.7%				
*1. Cedar Park	81	81	84	J	93%	-7%	Avg	-6%		No	9	No	RS 7200
*2. Lake City	81	81	81	J	94%	-8%	Avg	-15%		No	4	No	RD 5000/ RM 800
*3. Pinehurst		81		J	95%	-10%	Avg	-16%		No	2	No	RS 7200
*4. Sacajawea	81	81	83		96%	-12%	Avg	-25%		No	5	No	RS 5000
5. Addams	83	81	81		96%	-10%	Avg	-15%		No	4	No	RS 7200
II. NEAR NORTH													
A. BALLARD													
CITY PLANNING AREA TOTALS					95.1%	-7.3%	Avg	-15.6%	-19.7%				
1. Loyal Hts	81				98%	-5%	Avg	-17%		No	2	No	RS 5000
2. Monroe	81	81	81&84		95%	-7%	Avg	-16%		No	10	North	RS 5000
3. Ballard				NC	95%	-7%	Avg	-16%		No	N/A	North	RD 5000/ RM 800
B. GREEN LAKE													
CITY PLANNING AREA TOTALS					92.2%	-15.2%	Avg	-21.6%	-21.7%				
1. Allen	81	81	81		96%	-13%	Avg	-22%		No	7	North	RS 5000
2. Day	83		84		88%	-10%	Avg	-23%		No	10	North	RM 800
3. Latona	81/83		84		88%	-22%	Avg	-22%		Yes	9	North	RD 5000
4. McDonald	81/83	83			94%	-14%	Avg	-19%		No	4	North	RS 5000
5. Hamilton				NC	92%	-15%	Avg	-22%		No	N/A	North	RS 5000
*6. Lincoln	81	81	83	NC	92%	-15%	Avg	-22%		No	9	North	RM 800/ RS 5000
C. UNIVERSITY													
CITY PLANNING AREA TOTALS					93.7%	-14.9%	Avg	-19.6%	-16.9%				
*1. Bryant	81	81	81		95%	-8%	Avg	-20%		No	9	No	RS 5000
*2. Ravenna	81	81			94%	-8%	Avg	-13%		No	5	No	RS 5000/ RM 800
3. Sand Point	81	81	83		95%	-11%	Avg	-20%		No	N/A	No	RS 5000
4. Eckstein				NC	94%	-15%	Avg	-20%		No	N/A	No	RS 5000
5. Roosevelt				NC	94%	-15%	Avg	-20%		No	N/A	No	RS 5000

* Options exist for this school.

See end of Table 3.1 (c) for footnotes.

2/81

APPENDIX II

An Opportunity To Grow

The closing of Central Junior High marks the end of an era for the St. Louis Park Schools and the beginning of a special opportunity for you. The St. Louis Park School District is offering the majority of the facility for rental space for public or private non-profit organizations.

Here's what Central can offer you:

Classroom Facilities

58 classrooms (many over 700 square feet)

The classrooms include:

- 8 science rooms
- 5 industrial education rooms (average 26 stations)
- 4 home economics rooms
- 3 art rooms
- 2 music rooms
- 2 gymnasiums (available for limited use)
- 1 physical education room for wrestling/tumbling
- 5 classrooms with removable partitions for flexible grouping

Special Supportive Facilities

- Library
- Cafeteria (equipped to seat 340)
- Little theater (seats 180)
- Auditorium (permanent seating for 800)
- Principals' offices
- Counselors' offices
- Teachers' lunchroom
- Staff lounge
- Workroom
- Two locker rooms (accommodate 600 each)
- Small reading room
- Six small offices
- Elevator available for handicapped
- Outside physical education area

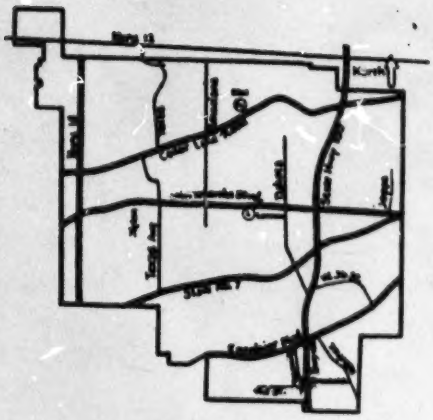
Size of Site

5.6 Acres

For more information, contact Betty Bothereau at 925-4300, Ext. 144.

APPENDIX II-A

Spacious office areas provide maximum versitility in setting up work areas to match needs.



In the near future, space also will be available at Lennox, 6715 Minnetonka Blvd.

St. Louis Park Offers You . . .

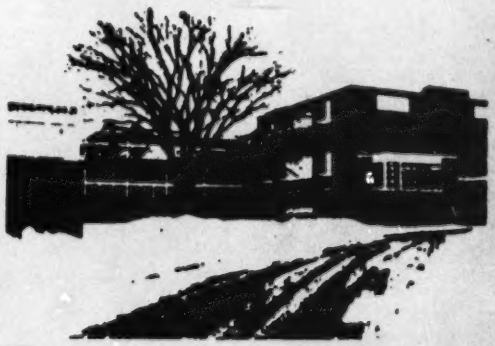
SPACE TO GROW-

OPPORTUNITY TO REACH OUT

FOR MORE INFORMATION . . .

For reasonable office space to be used primarily for community and education related services, contact:

St. Louis Park Community Education District Office 925-4300



APPENDIX II-A, Cont.

Office space is now being made available by St. Louis Park Community Education at Brookside and Eliot Community Centers.

— LOCATION —

- Two facilities, centrally located to western suburbs
- On business connecting Minneapolis and St. Louis Park
- Neighborhood settings

— OTHER ADVANTAGES —

- Ample free parking
- Average rental space approximately 730 square feet
- Community Services located in each center
- Limited number of private offices also available

COMMUNITY SERVICES AND AGENCIES PRESENTLY LOCATED AT BROOKSIDE AND ELIOT

The Career Clinic For Women — YWCA — Hennepin County Vo-Tech
Discoveries For Children — Montessori Day Care
Hennepin County Youth Summer Employment
West Hennepin Human Services Planning Board
Suburban Community Services
Building Blocks Day Care
STEP — St. Louis Park Emergency Program
Red Cross
Youth Outreach Worker Program
Senior Citizen Outreach Program
TIME OUT (Center for Early Childhood & Family Education)
Senior Citizen Center
Feingold Association of Minnesota

A MESSAGE FROM . . .

. . . *Dr. Michael Hickey, Superintendent, St. Louis Park Schools*

"St. Louis Park has established as a high priority finding effective means of utilizing closed school buildings. Two of these buildings are being operated as Community Education Centers. These multi-purpose centers provide some administrative space for the school system, but primarily house community education programs, social service agencies, and offer unlimited possibilities for offices and program space. Public Schools — whether open or closed — should always serve the public."

. . . *Irving Stern, Mayor of St. Louis Park*

"I am enthusiastically supportive of the program for utilization of our closed elementary schools. We not only give agencies that serve us economic viability, but we also gain quality organizations for our community."

WHAT DO OUR PARTICIPATING AGENCIES SAY?

"Our staff enjoys working in the relaxed, informal atmosphere at Brookside."

Marcy Shapiro
West Hennepin Human Services Planning Board

"We have flexibility in obtaining extra space when we need it. The additional classroom space is terrific for our training sessions."

Orlo Otteson
Hennepin County Youth Summer Employment

"We serve clients in the west and southwest suburbs and find this location the most accessible to them."

Kandy Krieger
Career Clinic for Women
(YWCA and Hennepin County Vo-Tech Programs)

"Working at Eliot makes me feel I am part of this community, and the building as it is now used adds to the tone of the community."

Judi Gruber
Cooperative Pre-School

"I am high on the community education concept, and working at Eliot gives me a chance to see many different agencies working together to serve the community."

Gaylord Budd
Suburban Community Services — a United Way agency

APPENDIX III

LENOX COMMUNITY CENTER

STATUS REPORT

BUILDING UTILIZATION

The Senior Citizen Program, which has 1,200 members, occupies most of the space on the ground and first floors. Rooms are assigned for crafts, arts, woodworking, music, pool, and cards. The Senior Title III Chemical Dependency Counselors and the Senior Outreach Worker occupy the Special Services Office. Other senior citizen-related social services and resource persons (i.e., health screening and legal aid) are provided office and meeting space on a scheduled basis. Congregate meals started serving meals in the cafeteria January 10, 1980.

The Community Education Preschool presently occupies one room, serving 20 children, and is expected to expand to their second (east) room to serve up to 20 additional students.

The Community Education Gymnastics Program uses the Lenox gymnasium as its new home, using the projection room above for an office.

Remodeling and painting of the Center is nearing completion.

Tenants:

1. Adler Institute is an educational organization which conducts classes and workshops related to personal mental health and self-fulfillment.
   Rental rate: 1,431 sq. ft. @ $596.25 per month (old library plus one office).
   Lease runs from 10/1/78 to 10/1/81.

2. Minneapolis School of Anesthesia is an accredited program which trains anesthetists to work in local hospitals.
   Rental rate: 2,787 sq. ft. @ $1,161 per month (4 classrooms).
   Lease runs from 7/17/78 to 7/17/83.

3. Mental Health Association of Minnesota is a voluntary association concerned primarily with education regarding mental health throughout the state.
   Rental rate: 1,864 sq. ft. @ $776.67 per month (2 classrooms plus two offices and the use of one storeroom @ no charge).
   Lease runs from 11/1/78 to 10/1/81.

APPENDIX III, Cont.

4. Jewish Family and Children's Service and Jewish Vocational Service provide individual family and vocational counseling services, plus special services to senior citizens.
   Rental rate: 1,214 sq. ft. @ $506 per month (2 classrooms).
   Lease runs from 12/15/78 to 7/1/83.
   As of 1/1/80, 130 sq. ft. (1 classroom) @ $54 per month.
   Lease runs from 1/1/80 to 12/31/80.

5. Hennepin County Bureau of Social Services (Community Services and Economic Assistance Departments) provide Outreach, Counseling and Information and Referral Services to the community.
   Rental rate: 689 sq. ft. @ $287.08 per month (1 classroom).
   Lease runs from 8/1/79 to 7/31/82.

6. Evangelical Free Church has entered into a financial agreement with the School District for use of the parking lot on Sundays and for special occasions.
   Rental rate: $500 per year.
   Permit runs from 12/1/79 to 11/30/80.

7. Congregate Dining, sponsored by the Salvation Army, serves nutritious meals to 50-90 senior citizens Monday through Friday in the cafeteria.

Additional rooms are utilized by the tenants for workshops and meetings. Building usage as of January includes: five business days and evenings and every weekend.

Community Use of Facilities:

City of Hope Board Meeting and General Meeting	(monthly)
Community Education Staff Meeting	
School Board Meeting	
Chemical Dependency Senior Growth Group	
Mental Health Association - sponsored meetings	
Adler Institute seminars and classes	
Jewish Vocational Service meetings	(monthly)
Jewish Family Service Women's Group	(weekly)
Blood Pressure Screening	(monthly)
Health Services Seminar	(monthly)
Insurance Seminar	
Methodaires - fund raiser for Cancer Fund	
Hennepin County Bureau of Social Services information meetings	
Senior Resource Fair	
City-Wide Advisory Council	(monthly)
U. S. Census training of interviewers	